

Learning Set 1



1.2 A Better Book-Support Design



Read p. 7 with your partner.

How will today's activity be different from what you've already done?

Plan Your Book-Support Design *(Read this paragraph with your table group.) Discuss how you will make your second design better*

Build and Test Your Design *(Read the sentences under this heading and the two boxes labeled "Be a Scientist.")*

Why is it important to record your ideas with each iteration?

Recording Your Work *(Read the information under this heading. Record your ideas on the "Book-Support Records" sheet provided.)*

Build your book support and record your results now.

Communicate Your Results *(Read the paragraph starting on the bottom of page 9 and finishing on the top of page 10. Then read the "Be a Scientist" box on p. 11 with your table group.)*

With your table group, identify three main ideas from the "Be a Scientist" box on p. 11:

- 1.
- 2.
- 3.

To prepare for your Solution Briefing, answer the following questions with your group:

How is your design constructed?



What materials did you use?

Why did you design and build it the way you did?

How does the design meet the criteria?

How did the challenge constraints affect the design?

What past experiences helped you make your design?

What problems remain?

What things did you try along the way?

How well does your book support work? What else do you want to test?

****STOP FOR SOLUTION BRIEFING****

Reflect (After the Solution Briefing, read through the top of p. 12 and answer the following questions about your design. Note: you don't have to draw your design again. Just use your Book-Support Records sheet.)

1. *Why did your group select the features you used in your book support?*
2. *Which criteria did your design fulfill?*

3. *What qualities make your book support a good design?*

4. *What are the problems with your current design?*
5. *Before the support was tested, what did you think would happen when the book was placed on it?*
6. *What worked the way you thought it would? What worked differently than what you expected?*

Read the “Be a Scientist” box on the bottom of p. 12 with your table group.

How is copying different from crediting?

Read the “Be a Scientist” box on p. 13 with your table group.

How is collaboration important in science?

What’s the Point? *(Read this section with your partner.)*

With your partner, determine 3 main ideas of learning set 1.2 and record them .



- 1.
- 2.
- 3.